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AND
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Assets, December 31, 1874, \$4,386,769 76

INCOME. 1875

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Interest.....	231,484 34
Profit on sale of Bonds.....	706 50
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EXPENDITURES. 1875

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Interest on stock.....	16,800 00
Agency Expenses and Profit and Loss.....	470,224 30
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	2,723,591 36
	\$5,054,824 03

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Call Loans.....	138,500 00
Premium Loans.....	1,269,503 84
Real Estate.....	570,777 29
Stocks and Bonds.....	315,500 00
Cash.....	183,173 23
Agents' Balances and office Furniture.....	48,800 17
	5,054,824 03

Add to the above:

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Accrued Interest.....	167,176 23
Premiums deferred and unpaid, net.....	255,885 27
	436,811 50

Assets, January 1st, 1876, \$5,491,635 52

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Re-insurance Reserve, New York Standard.....	4,659,389 00
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SURPLUS, \$657,453 53

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Gather up the Fragments.

How many lives are, so to speak, mere relics of an ended feast, fragments which may be either left to waste, or be taken up and made the most of! For we cannot die just when we wish it, and because we wish it. The fact may be very unromantic, but it is a fact, that a too large dinner or a false step on the stairs kills much more easily than a great sorrow. Nature compels us to live on, even with broken hearts, as with lopped-off members. True, we are never quite the same again, never the complete human being; but we may still be a very respectable, healthy human being, capable of living out our threescore years and ten with tolerable comfort, after all.

These "fragments" of lives, how they strew our daily path on every side! Not a house do we enter, not a company do we mix with, but we more than guess—we know—that these our friends, men and women, who go about the world doing their work and taking their pleasure therein, all carry about them a secret burden—of bitter disappointments, vanished hopes, unfulfilled ambitions, lost loves. Probably every one of them, when his or her smiling face vanishes from the circle, will change it into another, serious, anxious, sad—happy if it be only sad, with no mingling of either bitterness or badness. That complete felicity which the young believe in, and expect almost as a matter of certainty to come, never does come. Soon or late we have to make up our minds to do without it, to take up the fragments of our blessings, thankful that we have what we have and see what we are; above all, that we have our own burden to bear, and not our neighbor's. But whatever it is, we must bear it alone; and this gathering up of fragments, which we are so earnestly advising, is also a thing which must be done alone.

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NEW YORK SCHOOL JOURNAL

AND
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Vol. VIII. No. 247.

NEW YORK, MARCH 11, 1876.

Price Five Cents.

For the N. Y. SCHOOL JOURNAL.

Good Morrow!

By PHILLIP MENGIS.

Good-morrow to my Love—good-morrow!
Young Day awakes o'er hill and lea;
The morn is fair, but fain would borrow
Some perfect touch of grace from thee.

Awake, unveil those beauteous eyes,
And with dull Sleep no longer stay:
Arise, O Nature's joy, arise!
Thy presence shall adorn the day.

Though balm is the breath of Morn,
And sweet with incense of the ground,
Yet from thy breathing shall be borne
A richer fragrance all around.

Come to the valley, Love, and bring
Thy laughter's music, fœ to sorrow;
Glad Nature waits the welcoming,—
Awaits to wish my Love good-morrow.

Translated by S. DAVIS.

Personal Reminiscences, of Distinguished Educators.

By S. S. RANDALL, LATE SUPT. NEW YORK CITY SCHOOLS.

No. 6 ✓

GRAMMAR SCHOOL NO. 1.

WILLIAM W. SMITH, CORNELIA HONEYWELL, HARRIET M. MAGIE.

The foundations of our existing Public School system, were laid seventy years ago.—on the 19th of February 1805, by John Murray, John Murray Jr., Samuel Osgood, Brockholst, Livingston, Samuel Miller, Joseph Constant, Thomas Eddy, Thomas Pearsall, Thomas Franklin, Matthew Clarkson, Leonard Bleeker, Samuel Russel, and William Edgar—most of them prominent members of the SOCIETY OF FRIENDS—assembled at the house in Pearl Street of the elder Murray. The eagle eye and comprehensive intellect of DEWITT CLINTON, then Mayor of the City, and in the early dawn of his subsequent greatness discerned at a glance, the far-reaching consequences of this movement, and he at once placed himself at its head; and during his entire life guided and directed its counsels and progress to maturity and success.

MR. CLINTON was the first president of the Society thus established and organized; and in December 1809 delivered an address at the opening of its first permanent school in Chatham street (Tryon Row.) LLOYD D. WINDSOR became its first teacher, and continued its Principal until the accession of WILLIAM BELDEN JR. the late lamented Principal of No. 44, after the removal of the school from Tryon Row to William St. near Duane, in 1835—6. In 1840, Mr. Belden was succeeded in its Principalship by RICHARD S. JACOBSON; and in 1847 WILLIAM W. SMITH, then assistant Teacher in No. 5 Mott St. under Ex Supt. McKeen, became the Principal of the Male Department of No. 1, remaining in that position, until the removal of the school to its present location in Vandewater street in 1859; after which he became Vice Principal of the Male Department of G. S. No. 4 in Rivington St., where he continued until his death in 1875.

MR. SMITH, was, as a teacher, capable, faithful and efficient; as a Principal, dignified and rigid, without undue severity, frequently visiting his class-rooms, and encouraging by his presence and counsels, the various teachers under his supervision, and occasionally contributing to the literature of his profession, by the preparation and publication of text books, some of which have obtained a wide, and not undeserved circulation, among his colleagues at home and abroad; as a man, gentlemanly, courteous, amiable, kind, and socially congenial. Among his pupils who have subsequently distinguished themselves in literary and public life, I can only now recall the name of THEODORE TILTON. While a temporary resident in Virginia in 1849, I had the pleasure of receiving a very well-written letter from one of his pupils acknowledging the receipt, through Mr. HOLBROOK and myself of exchanges of maps, drawings, minerals etc from some of the Virginia schools. The signature to this letter was "JOHN ALLEN" since known as the "wickedest man in New York." I afterwards met this notorious character, at his "alma mater" in Vandewater street, on the occasion of a public reception, when he readily recognized me, not by his Virginia correspondence, but by my familiar presence in the State Normal School, at Albany, of which he was for a short period a pupil, under an assumed name. John, I fear me, was not a very creditable representative, either of No. 1, or of the Normal School. His brief lapse into reformation, under the influence of good counsel, was but the intermittent and fitful struggle of earlier impressions against habitual profligacy and vice.

CORNELIA HONEYWELL, for many years at the head of the Female Department of No. 1 while located in William street, was eminently distinguished for her lady-like deportment, her equanimity of temper and disposition, her scholarly accomplishments, and her fidelity and skill as a teacher. No similar department in the city exceeded hers in thoroughness of culture, and excellence of discipline. She also resigned her position in the school.

This brief sketch of No. 1 would be inex-
cusably imperfect, without referring to the long and faithful labors of HARRIET M. MAGIE as Principal of the Primary Department, from the period of her first appointment in 1845, to the change of location in 1859. Subsequently as Vice Principal of the Primary Department of Female Grammar School No. 33 in West 28th St., she has continued and so far as I know, still continues her labors in the congenial field to which the best years of her life have been devoted.

Grammar School No. 1 on its transpor-
tation to Vandewater St. passed under the con-
trol in the Male Department of OLIVER O'DONNELL, an able and faithful teacher, who died prematurely, a few years since, "in the harness." In the Female Department of Miss MARY J. O'LEARY, was equally distin-
guished and successful; and in the primary
Mrs. MARY A. SWEENEY, has won an honored

name. Its subsequent changes I am unable to trace.

Economies of the Common School.

By A. D. MAYO.

A great cry is coming up from Maine to California against the expensiveness of the common school system, especially in cities and large villages. It seems to be taken for granted, by many of our city councils, that the people demand a sudden retrenchment in the expenses of the schools. Little will be done this year in school buildings, and in many of our smaller cities the wages of teachers will be cut down from 5 to 15 per cent. And with this cry for retrenchment mingle a good many other notes with which we have been a long time familiar; all chanting the refrain that the people demand an humbler, less pretentious, cheaper way of educating "the masses" in this Republic. It may be well enough to analyze this demand and try to ascertain a better economy in public affairs, and how much a fractious spirit of hostility to the whole system of American Education, masquerading as a public neces-

sity, to the higher education at public expense; are now helping on the good work of crying down the public education as too expensive. But this is no new phenomenon. This class we have always with us. In prosperous times their complaints are unheeded by the people, because the people do not accept their selfish and exclusive philosophy of public affairs. But in times of public panic, they get a new hearing, and now and then, a temporary place in city administration; from which they soon displace themselves by their narrow and re-actionary notions of public af-

airs. Another, and a very marked element in this cry against the expensiveness of the schools, comes from the corrupt politicians who engineer the jobs and rings that disgrace our cities. They know, as everybody who can study figures knows, that the increase in the expenses of our country for public education has not been at all comparable to the other branches of public administration; that public educators are proverbially worse paid and harder worked than any class of public servants; and that a time of pecuniary and moral disaster, of all others, demands that all the higher agencies for lifting up the people should be preserved in full vigor. But the schools are the most defenceless part of city affairs. Teachers are too dependent to fight for them; school committees have no compensation and are so tied up that there is little chance of plunder; and it is thought safe to assail this interest and demand wholesale retrenchment. It is the old game of the rogue crying, "stop thief," to turn the pursuing people upon a new track. The Commissioner of Public Education of the State of New York tells us that this is the one branch of the public service that has never been implicated in the corruptions that have defiled that great commonwealth. And it can be generally said that in so far as our school system has been really in the hands of school men, it has been the most economical, pure and useful of all the branches of state administration. Let us not be misled by their hue and cry to inflict a dangerous blow on the most sacred interest of our public life.

In our manufacturing cities, especially, where large classes of laborers are wanting under a reduction of wages, a violent outbreak of jealousy, and almost hatred, is frequently witnessed against the school teachers and a savage demand that they shall be "cut." But of all classes of people, the mechanics, operators and laborers of these cities derive the most benefit from the common schools. Owing to the dulness of labor, their children are now every where crowding the school houses to repletion, and the toils of the teachers were never so great as this year. The education of one child in a mechanic's or laborer's family, in the common school, often results in the elevation of that whole family to a position of respectability and comfort.—This cry is one of those painful revelations of human nature, whereby all men who suffer are comforted by seeing others in the same

fix. The relief in taxation of this class, from a reduction of the teacher's wages, would not be appreciable, and the damage to the country from such a wholesale "cut" would be a blow at a vital part of the body politic.

But leaving all these extraneous considerations, there is doubtless a legitimate call for school economies. Under our heedless municipal system of government, we are doubtless paying more for education than we ought or we ought to get a good deal more for our money than we do obtain.

The greatest leakage in the cost of the schools is in their double headed administration. In most of our states the schools in cities are managed by two sets of officials—the school committee, who are solely occupied with the organization and supervision of instruction; and the city council that attends to all the financial affairs—votes supplies, builds school houses, etc. The members of our city councils are not chosen for their adaptation to school affairs; their temptations to robbery are great; and there has been plunder, often shameful and wholesale, in many of our cities, in building, furnishing and warming school houses, purchasing supplies and generally administering this side of the system. Now, the plain case for this abuse is to please the whole business of school administration in the hands of one body of men, elected by the whole people or appointed by the mayor; limited by statute to a maximum of school taxation, but, within this limit, acting alone. Then responsibility can be fixed; men can be elected without the complications of partisan politics, to handle this important interest; whose knowledge is adequate; and especially our school houses can be build and managed in a way to save money and the lives of the children. *The greatest waste in the public school system is the slaughter of the innocents in school-rooms planned by incompetent officers, or tolerated by a careless community.* The saving of human life in one generation, from a wise economy of building, seating, ventilating and heating school houses, would be a mighty economy of national manhood and womanhood.

Another most vital economy is to be sought in the increase of professional ability to teach school. A great deal of the money paid to teachers in the United States is almost flung away on people who have never condescended to study the a, b, c, of this difficult proposition; who do not intend to make teaching anything more than a bridge to other employments or matrimony; and who inflict untold injury on the bodies and souls of the little ones by their ignorant blundering. We do not say that we should be better off without their work; for human nature has a way of making the "wrath of man," and the stupidity of woman, serve it; and the little instruction the children obtain from such teachers is a help in life. But were the same amount of money paid for instruction of moderate value, the increase of intelligent industry in the country would be enormous; while the intellectual and moral advantages would be beyond computation. Every body understands that there is no economy in setting a crowd of ignorant, lazy apprentices to work the delicate machinery of a manufacture without supervision; but what multitudes of the school teachers of the United States are toiling in the most sacred region of life with no real knowledge of the work to be done, or the way to do it, under intelligent supervision. It may seem a choice bit of "retrenchment" to drive away the dozen superior teachers, in a town or city, from the school house into other employments by starvation salaries; or to dispense with a capable superintendent of school; but the result is, that the cheap work done is not worth half the pittance paid for it. The most economical school movement would be the establishment of a liberal system of Normal Colleges, training schools and Institutes in every state and city of the Union, to educate a class of professional teachers who would really earn

what the people are able to pay.

One of the most valuable uses of the present pressure for economy will be to rid our school rooms of the incompetents and idlers that are now drawing pay for useless and needless work. Let the axe descend, till every man or woman who cannot teach school be hewn away from the profession. But let us hold on to the best teachers and support the most vital parts of the school system, at whatever expense. No money pays such an interest in America as that expended for religion and education. *"Religion, morality and education are essential to good government;"* and the economy that cripples the church and starves the school, is a descent into barbarism, not a progress in that wise adaption of expense to use that characterizes a progressive republican state.

Declamation.

Daughter of Liberty! queen of the world!
Fairest of all earth's fair nations! arise!
Let thy bright banners and flags be unfurled,
Send thy glad voice to the uttermost skies!
Yes! let us, Columbia's children, to-night
Praise the name of a hero, "who fought a good fight."

Look back on the years of our terrible war,
Look back on that season of murderous strife,
When the havoc of battle relentlessly tore
A son from his mother, a husband from wife;
Remember how death o'er the land hung a pall,
Then thank God for Lincoln, who ended it all.

We needed a counsellor, ruler and friend,
A man, who with God's help, could carry us through,
Courageous and wise, who was willing to lend
Himself, heart and soul, to the work he must do.
We wanted a man—almost more than a man—
No need was e'er greater since earth first began.

Such was Abraham Lincoln, who laid down his life,
In behalf of our country, faint, bleeding, and torn.
Think of him! and forget all dissensions and strife,
As you swear, one and all, that his name shall be borne
By the trumpets of fame to each yet unborn race,
While America holds on this footstool a place.

A Teacher's Monument.

Dr. Samuel G. Howe is dead, but his work remains. No conqueror ever did work so grand. Let us tell it.

Laura Bridgeman was found by him in a village in the mountains of New Hampshire, then six years old, blind, deaf, dumb, and nearly destitute of the sense of taste, scarlet fever having deprived her of these gifts. She was thus excluded from all the beauties of God in Nature, and seemed little better than a piece of marble chisled in human form, and that form containing a flickering spark of an immortal soul.

She was brought to Boston, and a process of instruction immediately commenced. She was first taught to use her hands and to acquire a command of her muscles and limbs, and afterwards, by means of pen and pin, to distinguish two articles by arbitrary signs. Then from monosyllables she learned all the letters of the Alphabet and how to arrange them to represent objects. She soon acquired a knowledge of numbers, punctuation, etc and then she gained the power of expressing thought, the names of things, etc. The next process taught her was to recognize the same signs by embossed types. She worked with great eagerness, thus rewarding the watchful care of her devoted teacher.

Miss Bridgeman is now in her 46th year and between her home and the Perkins Institution she has passed her time thus far. She is tall, slight, and graceful in form and motion, wears green bands across her eyes, is very demonstrative, and her face at times radiates with emotion. She dresses with great care—more to please her friends than herself—and takes pride in showing her gold watch and other feminine ornaments. She is quite expert in crocheting, and plain needle work, and takes much delight in assisting one of the teachers in the sewing department. A few days ago she or perhaps a dozen of the pupils, turning the hem of napkins, and threading needles with her fingers and teeth. She exhibited some of

her hemming with as much pride as a soldier bearing a trophy from the battle-field. A lady, on the occasion referred to, made a purchase from her of a crochet mat, and with clear articulation Miss Bridgeman repeated the word "money" twice. She can utter intelligibly the name of a teacher, and such words as baby, etc. She forms words with a lead pencil, by the aid of a French writing board. This latter article has grooved lines about an eighth of an inch deep, an inch or so apart, running transversely across the pasteboard. She takes her paper and presses it into the grooves, thus making depressions which can be felt by the pencil point, and when slightly pressed leaves a letter mark. In furnishing her autograph, she writes above her name a scripture text. On her being asked if she realized the meaning of the quotation, "The Lord is my Shepherd," she replied, "Fully." On learning that her questioner had been a Sabbath school teacher for 18 years, she clasped her hands with delight and made an attempt, in a rapturous manner, to speak, giving forth a peculiar sound. Miss Bridgeman, after the death of her father, was selfishly deprived of the little property he left for herself and her mother, and she continues to earn a little money by the use of her needle. She however, possesses the interest of a bequest of \$2,000 from the Loring fund. Yesterday this lady was feeling acutely the death of the noble man who brought out her imprisoned spirit from chaos. She is a living monument of his devotion, patience, hope, waiting, watching and giving of eyes to the blind and language to the dumb lips. The Emperor of Prussia sent Dr. Howe a gold medal for his marvelous achievement in educating Laura Bridgeman. *Boston Traveler.*

Why is this a Leap Year.

In the very earliest times it was observed that during one period of the year the days gradually increased in length (using day for the period during which the sun remains above the horizon), and that then they gradually decreased in length for another period, to run the same course as before. The Egyptians noted the length of this period and called it 365 days. This was done in the following manner: They observed that as the sun rose earlier or later he appeared at different points in the horizon. Let us suppose that on a certain day in March the sun rose just opposite a certain tree in the horizon. Every day thereafter he would rise at a point a little to the north of the tree for about ninety days; then his place for rising would for another ninety days gradually approach the place in the horizon where the tree stood. It would then pass that point, rising daily more and more to the point where the tree stood, till in ninety days more the sun would reach its most southerly rising point on the horizon. Then it would begin to retrograde, and 365 days from the time when the first observation was made the sun would again appear to rise just opposite the tree which we had marked on the horizon. This method was no doubt sufficiently rude, but it gave the approximate length of the year. As more accurate methods began to be employed by the Greeks they found that 365 days did not really express the correct length of the year. They found that on the 365th day the sun fell a little short of rising at the place he had risen at 365 days previously, and that on the 366th day he rose at a point beyond it. In fact, that on the 365th day the year was not quite done, and that on the 366th day it was more than done. They also observed that the point at which the sun appeared to rise on the 366th day was about three times as far distant from the standard point on the horizon as the point at which he had risen on the 365th day; hence they concluded that 365½ days was the correct length of the year. Nature's year, then, consisted,

our year must consist of whole days. If we call our year 365 days, then it will be six hours too short; and if we call it 366 days, it will be eighteen hours too long. In the former case we should gain on nature one day in four years. In the latter we should lose three days in four years. In either case it would come to pass that January would by and-by be the midsummer month, and June fall in mid-winter; but as this would evidently be annoying and perplexing, and would gradually shift everything from its true anniversary, the Romans fell on the expedient of making three short years and one long one, then three short years and a long one, and so on, that is three years of 365 day and one of 366 day.

4 years x 365½ days — 1461 days.
365—365—365—366 days — 1461 days.

This was adopted by the Romans in the time of Julius Cæsar as the correct-reckoning, under the name of "The Julian Calendar." To dispose of the odd day, the 14th of February was doubled every fourth year, and the day so interposed was called bissextile. By this intercalation the calendar and the seasons were kept somewhat in harmony. We adopt another method, and add a day to February every fourth year, whereas in the intervening years "February has twenty-eight alone." In process of time, however, it was discovered that the year had not yet been correctly measured, and that therefore the Julian Calendar was defective. The invention of clocks and watches introduced greater accuracy in the measurement of time than had formerly been possible, and these were now used to help in finding the correct length of year. Suppose that we have a chronometer which is absolutely correct, and that on a certain day in March we observed that the sun rose exactly at six o'clock. If we note the time of its rising 365 days thereafter, we shall find that it rises a little after six, and that on the 366th day it rises a little before that hour, and calculating exactly we shall find that the true length of the year to be 365 days, 5 hours, 48 minutes, 52 seconds. Our year, then, is too long by eleven minutes eight seconds, or about three-quarters of an hour in four years, or about one day in 130 years. How, then, shall we proceed to make a correction for this difference between the real and assumed length of the year? First we call the years 1700, 1800, 1900, which ought to be leap years, common years. Thus a century consists of seventy-six common years and twenty-four leap years.

$\frac{76}{4} \times 365 = 24 \times 366 = 86,524$ days. 100 years x 365 days 5 hours 48m. 52s. — 86,524 days 5 hours 26m. 40s.

The error now is reduced to about a quarter of a day in a century, and our years are too short; but if we add a day in every four centuries, we shall be almost correct, for 400 years will now consist of 303 common years and 97 leap years, or 146,097 days, whereas they ought to consist of 145,096 days, 21 hours, 46 minutes, 40 seconds, an error of about a day in 4,000 days. We may say, therefore, that now the calendar is absolutely perfect. The Julian Calendar remained in use till 1582, when Pope Gregory abolished it, and instituted a new and improved one, which we now use, called "The Georgian Calendar." First he dropped 10 days, which had been gained from the time when "The Julian Calendar" was adopted by the Romans to the year 1582. Secondly, every year whose number can be divided by 4 without a remainder was to be a leap year, and to contain 366 days. Thirdly, the last year of every century, although visible by 4, was not to be a leap year unless it were also the last year of a period of four centuries. By this rectification of the calendar, the maximum of error has been reduced to about one day in forty centuries. For many years the English adhered to the "Julian Calendar," or "Old Style," as it was called; and it was not till the year 1751 that the British Parliament enacted that 11 days should be omitted after the 2d of September, 1752, and that the 3d day should be the 14th, in other words, that

the "Gregorian Calendar," or New Style, should be adopted. If it be asked why the month of February should have at best fewer days than any other month, the reason appears to be that the Roman year anciently began in March, and that February, being the last month of the year, they found that they had appropriated too many days for the preceding months, and thus the last one was deprived of its proper share.

Lockwood New Academy.

139-141 SOUTH OXFORD STREET.
BROOKLYN, N. Y.
JOHN LOCKWOOD, PRINCIPAL.

The Academy is a school for both sexes, and is a private enterprise. It provides facilities for the instruction of all grades of pupils. It commences with the kindergarten, designed for children too young to study. Here the children are kept busily employed in a way to amuse them and at the same time develop their faculties by simple mechanical exercises and a sort of object teaching.

The apparatus consists of slips of paper of different sizes and of a great variety of colors, out of which the children construct ingenious braided or woven mats; of wooden blocks differing in size, form and color, by means of which, the children construct various architectural forms, such as houses, bridges, etc.; bits of wire with which they contract chairs, sofas, tables, stars, fences and etc. Besides the exercises with the apparatus, the children are taught to perforate papers in the forms of animals, fruit, flowers and insects. They are taught to work in colored worsted, by means of which they construct card baskets and a great variety of objects which would really seem to puzzle the ingenuity of older heads.

THE PREPATORY DEPARTMENT comprises five grades under the immediate care and instruction of teachers who seem especially prepared for their work. The Pestalozzian methods of object teaching is pursued through all the grades.

THE INTERMEDIATE DEPARTMENT follows, consisting of two grades in which we found classes in reading, spelling, arithmetic, geography, language and history.

THE ACADEMIC DEPARTMENT in which are two grades, and the COLLEGiate DEPARTMENT completes the arrangements. The rooms are well furnished with desks and chairs.

The Motive power of the schools seems to consist first, in an appeal to the nobler impulses of the child's nature, and, secondly, to the influence of a well regulated system of rewards.

Of the second we wish to speak particularly. Twelve is the maximum number, but if a pupil gets ten per day, or fifty per week in regular grade studies, or an equivalent, he is entitled to all the honors of the school. He must be tidy in his person, books and desk.

In all except the higher grades, the scholar whose record entitles him to the roll of Merit, receives at the close of the week, a small unique chromo card, with his name on the back; on its face a wreath of flowers or autumn leaves surrounding a white center, with the printed words "Roll of Merit, Lockwood's Academy."

In the lower grades where a child comes in early he receives a small pasteboard ticket with the word "early," printed on it. If his appearance is neat, a similar ticket with the word "tidy" printed upon it. At the close of each hour, if his behavior is good he receives a ticket with the word "good" upon it. At the close of the day he will have seven tickets if he stands maximum, one early, one tidy, and five good. At the close of the week he should have thirty-five such tickets. These are then exchanged for the Card of Merit described above.

At the end of four weeks, if he sustains a maximum standing he is entitled to wear a

silver badge of honor, which is in the form of a star with the word honor engraved on one side, and a monogram of the school the other. This badge is called the "Star of the Legion." In the higher grades the badge is in the form of a shield, with the same inscription. At the end of the year, those pupils who are nine times on the Legion of Honor are entitled to a silver medal for the first year. Those who sustain this standing for two years are entitled to a gold medal. Those years on the legion of honor entitles a pupil to a silver Chaplet consisting of an elegant silver wreath inscribed with the name of the pupil and the date when given.

Six years on the Legion of honor is rewarded with a gold chaplet consisting of a rectangular block of gold appropriately inscribed with the pupils name, date and monogram of the school on one side, and a wreath of gold in relief laid in the panel on the opposite side. This last prize is valued at \$40. In each grade of the school there is a small well selected library for the accommodation of the pupils, from which they are allowed to draw.

50 STEP BY STEP WE GAIN THE HEIGHTS.

GEO. COOPER.
Moderato.

MILLARD.

The musical score consists of six staves of music. The first staff is for 'GEO. COOPER.' (Moderato). The second staff is for 'MILLARD.' The third staff is for 'SOLO.' The fourth staff is for 'CHORUS.' The fifth staff is for 'Cres.' (Crescendo). The sixth staff is for 'Cres.' (Crescendo). The lyrics are as follows:

1. Step by step, we gain the heights, Onward striving, side by side; Oh, the sweet and
 2. Step by step, the prize we win, Wor-thy lau-rels for our pains; Not a-mid the
 rare de-lights Where proud learning's paths abide! Still we la-bor in the field,
 bat-tle's din Do we count our vic-tor gains; But in peaceful, gentle ways,
 Proud - er steps before us rise; Pa-tient toll, at last will yield,
 Where the heights of learning rise, We must walk in youth - ful days,
 Un - to eve - ry - one the prize! Honor be to those who strive, Delving deep in
 ere we gain the wished-for prize!
 Wisdom's mine; Like the bees with - in their hive, Toll-ing on, we ne'er re - pine.

A Sudden Change.

GILBERT LEWIS, a boy about 16 years of age sailed last week for Paris. He has been in the Pauper House for children in Tarrytown for ten years; but in Europe, he will dwell in a palace. The story is this:—He was born in Westchester county in 1860, his mother being a French woman. She went to Charleston on business, and left the child with a nurse, expecting to return soon. She was detained there until the breaking out of the rebellion, and she was unable to send for her child. After several months she escaped to England, and from there wrote to the nurse, and gave directions for sending the child to her. Soon afterward she went to Russia, where she married a Russian nobleman. The nurse had cared for the child a year, and then turned him over to the poormaster of Westchester county. Last September the Russian

Consul at Washington received instructions from his Government to find him. He will be schooled in Paris prior to being received into a noblemen's family.

The best teacher is not one who helps his pupils, but one who helps them to help themselves. The only true education is self education. The mind can be filled from without, but it can only grow from within. That only is effective teaching which suggests, prompts, inspires.

The following words are very commonly mispronounced, by accenting the wrong syllables. The italicised syllables are the ones which should be accented: *Et-i-quette*, *as-pi-rant*, *sub-si-dence*, *va-go-ry*, *recess*, *pro-ceed*, *co-ad-ju-tor*, *ac-cent* (verb), *des-sert*, *bur-lesque*.

How many of us fairly realize what the phrase "non-sectarian schools" really means? In most cases, probably, those who casually use it have in mind, if they are Protestants, the rigid exclusion of all sects, particularly Romanists, from a share in public appropriations. If they are Roman Catholic laymen, they use it, so far as we know, mainly with reference to the prohibition of religious exercises, particularly those which bear in form or substance a suspicion of Protestantism. Now, neither of these supposed classes would say, if they were asked, that a teacher must individually be non-sectarian, and yet almost any Protestant would be somewhat shocked to hear that his child's favorite teacher was a Sister of Charity or a Gray Nun. Can he, then, blame his Romanist fellow-citizen for not regarding with complacency the installment as a school teacher of some ordained Protestant who chances to be without a parish? If we secularize the schools, we must remember that the "three R's" may be just as effectually imparted by a Jesuit as by a Yankee schoolmaster of the strictest Congregational antecedents, and vice versa.

After a careful examination of the "Picture of the Superintendents" I must commend both your judgement, taste and kindness of heart. I am well satisfied to have the Superintendents here all the time, and shall if permissible take several copies.

Notes.

The submarine cable between Sydney and New Zealand has been successfully laid.

Charlotte Cushman, the distinguished actress died at the Parker House, Boston, on the 18th of Feb.

ANCIENT WHEAT.

I have before me says a writer, heads of wheat grown on the eastern side of the Mississippi, within ten miles of Memphis, from grains taken from an ancient Egyptian sarcophagus, sent some years ago by the American Consul at Alexandria, to the patent office at Washington. The stalks and leaves are very like those of Indian corn, though smaller, and the heads of grain like that of sorghum or broom corn. Strange but true it is, that this wheat, degenerated but perfect in all its incidents, still grows among the weeds and grass that cover mounds in the lowlands eighteen miles west of Memphis. How many centuries since these kindred products of Egyptian agriculture were separated, the one to move slowly, perhaps with nomadic tribes, around the globe, crossing Asia and the Pacific; and the other moving west in our time across the Atlantic, and both growing green even here in the year of our Lord, 1875, beneath the shadows of another Memphis on the shores of another Nile? The same writer says that the same race of people cultivated the same crops and garnered them in the same peculiar manner many a century ago.

Cyrus Peirce.

During 1837 Horace Mann, visited Nantucket on one of his educational journeys. He had keen eyes for good schools and good teachers. Here he found both. Here was a school possessing qualities that rendered it fit to be a model. It was marked by an intense activity, a stirring, vigorous life, and yet it was orderly and well-behaved. It was a company of persons, each working from some internal force, and yet working in entire harmony with every other. Here was a teacher who seemed to possess the power of turning the energies of youth into the channel of self-improvement, without any abatement of their force. Here was a man who could inspire this group of pupils with an intense enthusiasm, and at the same time implant within each an effective principle of self-restraint. In short, here was an organizer of mental forces, whose power was apparent in every movement of the school, but who seemed himself to be a mere looker-on.

It was not strange therefore that in 1839, when the experiment of a teachers' seminary was to be tried, the Secretary knew where to find the man for conducting it. Cyrus Peirce was invited to become the principal of the Normal School about to be established at Lexington, by the joint liberality of Edmund Dwight and the State of Massachusetts. He accepted his position, with a high ideal of the work to be accomplished. He gathered up his energies for the undertaking. Carefully and conscientiously he reviewed his theories of education, and collected the facts that he had mastered in his practice. He prepared himself as for the grandest of enterprises. Thus equipped, thus stimulated, with vision enlarged, and with soul dilated, he repaired to the building on the morning announced for the opening, and was met by three ladies, who presented themselves as candidates for admission! Indeed the community was utterly apathetic on the subject. Not a sound or sign of encouragement greeted him from any quarter. Newspapers, orators, and even the retailers of gossip, contemptuously ignored him and his school.

These were circumstances to try a man's faith—to test the grip of his purpose. And Mr. Peirce bravely endured the ordeal. He stood at his post, laboring as faithfully as if his flock had numbered hundreds. Day by day he studied, and arranged his topics, and developed his principles, with as much assiduity as if he had been inspired by the applause of a thousand disciples.

But this loneliness was not to endure always. The great excellence of Mr. Peirce's labors began at last to be felt. His pupils, as they went forth to teach, showed their superiority in actual work. Candid people began to see that the Normal School had worth, and pupils came to it in consequence. But this change was slowly wrought. At the end of three years the school contained forty two pupils. And during that time, only fifty had gone out with certificates. Thereafter, however, the progress was more rapid. In 1842, Mr. Peirce found himself so prostrated by the severity of his labors, that he felt compelled to resign his position in Lexington, and to retire to Nantucket for renewal of strength, or as his friends then feared, for permanent inactivity, on account of broken health. Re-entering upon his work after two years rest he grappled with the practical problems that confronted him, not alone respecting the adjustment of the educational work of the school, but also those involved in the arranging, portioning, warming and ventilating of the building. And when all was completed, he gave his personal attention to the care of the premises. In the winter he regularly replenished the fires very late at night, and very early in the morning. When the pupils—all ladies—came to the school room in the morning, they found everything properly adjusted, snow swept from the paths, the temperature of the rooms justly graduated, and all things comfortable and convenient, because at three or four o'clock

the principal had done all with his own hands. And this implied no slackening of mental work. His daily study occupied many hours, more by far than most teachers were willing to employ in getting ready for school. Such was the intensity of this man's labors.—*National Teacher's Monthly.*

Judging by the Fruit.

While it is for professional educators, and those to whom the community has committed the charge of our schools, to inquire into system, "programmes" and details, the public at large, understanding but little of these things, must judge of the efficiency of the schools which it provides by the results obtained. The average citizen may be, and doubtless is, ignorant of the science of education, but he is a man of fair judgment, nevertheless, and when his son, after years of schooling, comes to him with a superficial knowledge of many things, and a thorough and serviceable knowledge of very few, he knows it. He cannot point out where the trouble is exactly, but it does seem strange to him that his hopeful heir, who has been awarded with a diploma, whose name has been honorably mentioned in the public prints on exhibition day, and who has stood fairly well in his class throughout the year, is lamentably deficient when it comes to spelling, and ordinary English composition.

We have already intimated in this column that the time has come for plain talk, that there has been enough of buncombe about our schools, and that he is the best friend of education in this city who calls things by their right names, exposes the weaknesses and follies that have crept into our school system, and demands reform.

We are well aware that to say that too many studies are imposed upon our schools is no new charge—and we are aware, too, how it has been met, and is being met today. We are perfectly well aware that when inquiry is made whether too much time is not being given to some one study, to the injury of pupils in other directions, questions are put to the Principals of the schools by members of the committee, and that their answers are submitted to the board in response to the inquiry raised. And we know too, just how much these answers amount to. We know that teachers who, in private, or among themselves, do not hesitate to say that their pupils are overburdened with studies, that essentials have to give way to things purely ornamental, will, when formally questioned by the school committee, return answers totally at variance with these sentiments, lending their influence to the retention of studies which they know to be superfluous.

And we know that they do this because to do otherwise would be to write themselves down incompetent, and to furnish ground for unpopularity and possible loss of place. It is a notorious fact that the mouths of our teachers are closed, and that no honest expression of opinion with regard to the wisdom of the course of studies which they are required to carry their pupils through if possible. But we do not hesitate to say that, were the principals of our schools called together, and asked to vote, by secret ballot, upon the question, "Are too many studies imposed upon our pupils?" the majority would be overwhelming in the affirmative.

The graduates of our schools, tried by the simplest yet most convincing tests, prove lamentably deficient as a rule. We know that there are always, in every school, certain pupils, that shine above their fellows, but it is not by these that the school is to be judged. They are but a part of the whole. It is the average pupil whose proficiency we must inquire into, and by whom the system under which he has been taught must be gauged. And it is not too much to say that the average graduate of a Boston grammar school is not, considering the time and money devoted to his education, what the community of right expect him to be. *Boston Transcript.*

Moral Punishment in the School Room.

The New York Times thus tells the story of doings in Alameda, California:—

Master Stone committed the brutal and revolting offense of "looking around." He was promptly sentenced to ascend the stairs three hundred and twenty times. Having finished his task, Master Stone resumed his seat, and not having the fear of Mr. Brodt before his eyes, he deliberately shrugged his shoulders. Twice three hundred and twenty is six hundred and forty. Rapidly making this calculation with surreptitious chalk on the inner surface of his desk, Mr. Brodt announced that the stiff-legged and rebellious Master Stone would instantly proceed to climb those penitential stairs, six hundred and forty times. The hours lagged slowly on. The sun slid noiselessly down the snowy slopes of the Sierras, and evinced a determination to seek its couch in the broad Pacific, and the hour or closing the school had nearly arrived when the exhausted Master Stone finished his six hundred and fortieth ascension, and returned to his desk. Humanity will probably shudder on being told that the wicked boy again shrugged his shoulders. The teacher made another hurried but accurate calculation, and sentenced the offender to twelve hundred and eighty stairs. Fearing that his next offense would incur a sentence of twenty-five hundred and sixty stairs, Master Stone fled to his home, and invoked the intervention of his father.

It is creditable to Mr. Brodt's mathematical powers that he foresaw that the boy could not carry out his task in the course of any one day, and he therefore permitted him to climb only thirty stairs a day for six consecutive days. It is not quite clear what was to be done with the odd twenty stairs, but is possible that Mr. Brodt made a mistake in his manner of dividing twelve hundred and eighty by thirty. However this may be, Master Stone was directed to make his thirty daily ascensions. He broke down the first day; went home a demoralized and dilapidated boy, and his father applied to the courts for an injunction forbidding Mr. Brodt to make any further use of his newly-invented punishment. The moral of this story is obvious. It is that the Alameda district school should be hereafter held on the ground floor of a one-story house. Mr. Brodt would then be unable to compel boys to spend their youthful existence in going up and down stairs. The same end might perhaps be attained with equal certainty if Mr. Brodt was securely tied to a sequestered tree, and his scholars permitted to devote an afternoon in amusing him in some innocent and cheerful way. After which a new teacher could be imported, and a subscription taken up among the members of the Alameda County Board of Education, for Arnica salve and a free ticket to Chicago for the ingenious Mr. Brodt.

The Chester, N. J. Institute.

THE Teachers Association met at Chester, on the 12th inst. The opening exercises were conducted by the President, Mr. Beau Clerk, assisted by Mr. Jenkins and a class of pupils, it consisted in reading Scripture, singing and prayer. The responsive reading of the scholars was a good feature. Mr. B. addressed the meeting briefly, extending a hearty welcome in behalf of the citizens to the teachers in attendance.

Mr. Stephens gave a recitation entitled, "No Sects in Heaven." An exercise upon Language was given by the Secretary, which was followed by a humorous recitation. "The Editor's Guests," by C. E. Nichols.

Mr. L. W. Thurber was introduced and gave an exercise in reading.

Mr. E. Potter was called upon and spoke upon the subject of History, showing his method of teaching it.

Mr. Beau Clerk followed with a reading, subject "King Bruce of Scotland." Miss Hattie Apgar followed with an exercise in map drawing. She had three of her pupils present, and with these gave a practical illustration of instruction and work in this branch of the teaching. Maps of North America and the Middle Atlantic States were placed upon the blackboard from memory in a way that reflected credit upon both teacher and pupils. The latter gave prompt answers to questions asked by Mr. Potter.

Rev. B. S. Brewster, who was formerly Township Superintendent, spoke of the progress in the work of teaching.

Mr. Beau Clerk recited a Scotch poem. "The Good Man and the Good Wife," giving it a fine rendering.

Yonkers Union School No. 6.

YONKERS, N. Y.

It is a pleasant trip to Yonkers, even in winter, provided one keeps himself well informed of the arrangements of the Hudson River Railroad Co. The cars are comfortably seated and warmed. The conductors are polite and attentive, and the passengers are not "inquisitive." Few of the trains, stopping at Yonkers, start from the Grand Central Depot. Most of the way trains, doubtless for the better accommodation of travel, start from 39th st. Depot.

On these points no doubt the readers of the JOURNAL are better informed than the writer. Concerning that of which he desires to speak particularly, they are not so well informed, unless they have had the privilege of visiting Union School No. 6.

The city of Yonkers is one of three cities in the state that still retains the school district divisions. The town was originally divided into six districts, although there are but five districts at present in the town, the third having been set off and made a part of the city of New York.

School No. 6. has at present 900 pupils in attendance. It is under the supervision of Mr. Thomas Moore, Principal, aided by 19 assistants.

PRINCIPAL'S OFFICE.

On entering the building we found ourselves in a large pleasant hall, and were impressed with the apparent comfort of the building, and its remarkable quiet. A gentleman at the other end of the hall discovering us, conducted us to the Principal's Office. After seating us, excused himself with the assurance that he would be at leisure soon.

The walls of the office were lined with books, maps, charts etc., and the room was furnished with chairs, tables and such other furniture as renders a room cozy and homelike.

Soon the gentleman who seated us returned. It proved to be the Principal of the school, who gave us a brief history of the school, from its origin to the present time, and acquainted us with the rewards and punishments, merits and demerits.

THE RECESS.

While engaged in the office the hour for recess arrived. First came the girl's recess, which was signaled to the rooms by touching a knob in the office communicating with a bell in the room. After the girls recess, came the boys recess, which was signaled in a similar manner—the noteworthy thing connected with the recesses was the remarkable quiet and orderly conduct of the pupils. The halls and entire building were as orderly and quiet as a private dwelling—yet there seemed to be no undue restraint, scholars seemed cheerful and happy.

THE SCHOOL ROOMS.

The first room visited, was the Senior Female Department. The class was engaged in reciting Rhetoric—Topics were named by the teacher, and the pupils made their recitations promptly as called upon without questions. The scholars expressed their thoughts in their own language, and not in

the language of the author. The room furnished with single desks.

The second room we entered was the lowest Grammar School grade, girls' department. This room is furnished with single desks similar to that mentioned above; in height and size adapted to the age of the pupils occupying them. The class was engaged in sentence making, the teacher giving a subject and the pupils supplying the predicate; sometimes the teacher giving both subject and predicate and the pupils filling up the sentence by appropriate modifying words; yet nothing was said of subject or predicate or modifiers in the technical sense. It was really a lesson on language which should always precede the study of grammar in all schools.

The next room visited was a class of boys about 12 years of age. There were 48 pupils in the room—Here was one of the finest drill exercises in arithmetic it has ever been our privilege to witness.

The attention of the class being called, the pupils were directed to take their slates and turn half way round in their seats. This brought them facing an apparatus, which hung upon the wall on one side of the room.

First was an exercise in reading numbers.—A boy stepped to the apparatus and moving a slide, uncovered a single figure which was read by the class, then another and another; then two figures, three figures, four figures, five figures, six, seven, eight, nine, and ten figures—No questions were asked, no words spoken except the replies by the pupils. The teacher then introduced the subject of addition. Two slides were moved presenting to view a column of two figures, the answer was promptly given. By a simple manipulation of the apparatus another column of two figures appeared, then another, and another, the answers being given by the pupils as promptly and rapidly as the first examples in notation were read—Then came columns of three figures, four figures, five six, seven, eight, nine, and ten figures—Then examples of two columns, of three columns, of four columns, of five, six, seven, eight columns were presented to the eye, the pupils writing the answers upon their slates—The answers were read by individual members of the class, as called upon by the teacher. If errors were made the members of the class were allowed to correct them. The rapidity of the work and the uniform correctness of the answers were truly surprising.

The class then took up the subject of subtraction in a similar manner and with equal facility—then multiplication and division.

The rapidity with which the examples were presented to the eyes of the pupils, roused their enthusiasm to a degree that we have never seen it roused by any other practice.

The apparatus is Dr. MacVicars' Arithmetic Example Frame. By means of cards suitably prepared, and slides ingeniously contrived, the teacher can give a class a greater variety of drill on the fundamental principles of Arithmetic in ten minutes, with this apparatus, than can be given by the ordinary methods practiced in schools in one hour. While it saves labor it does not encourage slothfulness—it saves labor by facilitating the work of the teacher, by arousing increased activity of thought in the minds of the pupils—it magnifies and makes most effectual the time devoted to recitations in arithmetic—it leads to quickness of apprehension, rapid progress and swift results—it being Friday, at the close, the scholars of all grades, were conducted to the Assembly room to listen to the reports of merits for the week—Each grade filed in with perfect order, keeping time with a march played upon the piano located in front of the teacher's platform in the Assembly room.

Mr. Moore, the present Principal, has had charge of the school for thirteen years. The school, at the time he entered upon his duties numbered 277 scholars. The front only of

the present school building was then erected. Since that time the District has enlarged the building to its present size by erecting the two wings. The present indications are that they will soon have to enlarge it again, not because the number of children in the district has increased, but on account of the great popularity of the school.

The Trustees seem to understand that good teachers will make a good school. The qualifications, not the price of the teacher, is the great desideratum, and the results show the wisdom of their policy.

DELTA.

Steam Men and Steam Horses.

A few years ago, some erratic Yankee conjured up a "steam man" which went striding about New York City. But the career of such a marvelous prodigy was impressively brief, as the illustrious character never appeared on the streets more than three or four times. The *Scientific American* illustrates a strange-looking device which represents a new method of employing steam as the motive power for propelling street cars. The aim of the inventor is to construct a power which would not frighten horses. He fancies that he has fully accomplished his purpose by building a locomotive in what he regards as the likeness of a horse.

The new steam-horse resembles the ordinary style of animal so far as its head and shoulders are concerned. But this iron animal is devoid of legs, for which are substituted wheels, just visible at the foot of an iron petticoat. Where the hind quarters of a well-constructed horse ought to be, a cab is constructed, reminding one by its appearance of a sedan chair. The steam-horse is harnessed with a cow-catcher, a head-light, and a bell, but being built with immovable cars, and no tail whatever it is unable to express its emotions except by the unequine process of whistling. That any intelligent man should for a moment fancy that so preposterous a machine could impose upon even the most stupid cart-horse, is something wonderful. A horse may not be much more intelligent than a conscientious advocate of an irredeemable paper currency, but he cannot be imposed upon by any such shallow device as this Californian steam-horse. He knows perfectly well that horses have legs, and that they do not wear iron petticoats. A horse with a cow-catcher would provoke his scorn and contempt, while he would undoubtedly regard a horse with a blazing head-light on his breast and a bell mounted between his ears as an equine demon from which every animal, with any vestige of self-respect, ought promptly to run away. Even when standing motionless on the track, and with an empty boiler, the iron horse would exhibit peculiarities which would convince the real horse of his fraudulent character.

Trying to Live Without Real Work.

The following from the pen of Horace Greeley is true, and applicable to this day:—"Our people are too widely inclined to shun the quiet ways of productive labor and try to live and thrive in the crooked paths of speculation and needless traffic. We have deplorably few boys learning trades, with ten times too many anxious to 'get into business,' that is to devise some scheme whereby they may live without work. Of the journeymen mechanics now at work in this city, we judge that two-thirds were born in Europe; and the disparity is steadily augmenting. One million families are trying to live by selling liquors, tobacco, candy, &c., &c., in our cities, who could be spared therefrom without the slightest public detriment; and if these were transferred to the soil, and set to growing grain, meat, wool, &c., or employed to smelting the metals or weaving the fabrics for which we are still running into debt in Europe, our country would increase its wealth at least twice as fast as now, and there would be far less complaint of 'dull trade' and 'hard times.'"

The Frozen Ship.

One serene evening, in the middle of August, 1775, Captain Warren, the master of the *Greenland*, whaleship, found himself becalmed among a number of icebergs, in about seventy-seven degrees of north latitude. On one side, and within a mile of his vessel, these were of immense height and closely wedged together, and a succession of snow-covered peaks appeared behind each other as far as the eye could reach, showing that the ocean was completely blocked up in that quarter, and that it had probably been so for a long period of time. Captain Warren did not feel altogether satisfied with his situation; but there being no wind, he could not move either one way or the other; and he therefore kept a strict watch, knowing that he would be safe as long as the icebergs continued in their respective places. About midnight, the wind rose to a gale, accompanied by a thick shower of snow, while a succession of tremendous thundering, grinding and crashing noises, gave fearful evidence that the ice was in motion. The vessel received violent shocks every moment, for the hardness of the atmosphere prevented those on board from discovering in what direction the open water lay, or if there was any at all on either side of them. The night was spent in tacking as often as any cause of danger happened to present itself, and in the morning the storm abated, and Captain Warren found, to his great joy, that his ship had not sustained any serious injury. He remarked, with surprise, that the accumulated iceberg, which had on the previous evening formed an impregnable barrier, had been separated and disarranged by the wind, and that in one place a canal of open sea wound its course among them as far as the eye could discern. It was two miles beyond the entrance to this canal that a ship made its appearance about noon. The sun shone brightly at the time, and a gentle breeze blew from the north. At first, some intervening iceberg prevented Captain Warren from distinctly seeing anything but her masts; but he was struck with the strange manner in which her sails were disposed, and with the dismantled aspect of her yards and rigging. She continued to go before the wind for a few furlongs, and then grounding upon the low icebergs, remained motionless.

Captain Warren's curiosity was as much excited that he immediately leaped into his boat with several seamen, and rowed towards her. On approaching, he observed that her hull was miserably weather-beaten, and not a soul appeared on the deck, which was covered with snow to a considerable depth. He hailed her crew several times, but no answer was returned. Previous to stepping on board, an open porthole near the main chains caught his eye, and, on looking into it, he perceived a man reclining back in a chair, with writing materials on a table before him, but the feebleness of the light made everything very indistinct. The party went upon deck, and, having removed the hatchway, which they found closed, they descended to the cabin. They first came to the apartment which Captain Warren viewed through the porthole. A tremor seized him as he entered it. Its inmate retained his former position, and seemed to be insensible to strangers. He was found to be a corpse; and a green, damp mould had covered his cheeks and forehead, and veiled his open eyeballs. He had a pen in his hand, and a logbook lay on the table before him, the last sentence on whose unfinished page ran thus: "Nov. 14, 1762. We have now been enclosed in the ice seventeen days. The fire went out yesterday, and our master has been trying since to rekindle it, without success. His wife died this morning. There is no relief."

"Captain Warren and his seamen hurried from the spot without uttering a word. On entering the principal cabin, the first object that attracted their attention was the dead body of a female, reclining on a bed, in an attitude of deep interest and attention. Her countenance retained the freshness of life, and a contraction of the limbs showed that the form was inanimate. Seated on the floor was the corpse of an apparently young man, holding a steel in one

The Scarce of Love.

Swedenborg wrote some coarse things about unfortunate unions; but few men have written so sweetly and tenderly about conjugal love; and he, among many, maintains that love always begins from the woman. This, of course, means love as an effluvium, or confessed power in the intercourse of a human couple. In other words, it is the woman throwing the lasso of love round the neck of the man. Swedenborg's account of his vision is very droll:

"The fact is, nothing of true love originates in man. That it proceeds from woman was clearly shown me in the spiritual world. I was once conversing there on the subject, when the men under the secret influence of the women stoutly affirmed that they loved, and that the women were simply moved by their passion. In order to settle the dispute, all the females, married and unmarried, were completely removed, whereas the men were reduced to a very unusual condition, such as they had never before experienced, and of which they greatly complained. While they were in this state, the women were brought back. They addressed the men in the most tender and fascinating manner; but they were indifferent, turning away and saying, 'What is all this fuss? What are these women after?' Some replied, 'We are your wives,' to which they replied, 'What is a wife? We do not know you!' whereat the women wept. At this crisis of the experiment, the feminine influence broke through the impervious crust which had been permitted to enclose the men, when instantly their behaviour changed, and they heartily acknowledged the women. Nevertheless, the women subsequently converted them to their former opinion, admitting that possibly some small spark of love might pass from the men into their breasts."

New York School Journal AND EDUCATIONAL NEWS.

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MAYOR COBB of Boston says in his message: "In the matter of school accommodations, I find that in the school-houses throughout the city there are upwards of eighty unoccupied school-rooms, which at fifty scholars to a room, would afford seats for 4,000 children. I also find that inasmuch as the daily attendance is in many districts considerably below the capacity of the rooms, it may be safely calculated that there are every day 10,000 vacant seats in our school."

How many more pupils could be accommodated in our schools if the 240 school-rooms now unoccupied (as a general rule) but once per day, were fitted with desks and used, for the comfort of the pupils?

AT the Business College and Union County Academy in Elizabeth there is a lively class in Geometry, consisting of six students. One day last week, Dr. Lansley, their teacher, announced an advance lesson of two propositions and a review lesson in the first seventeen Theorems in Book III. Davies' Legendre; at the same time offering a prize to the student who could give the review verbatim in the shortest space of time. The following day Miss Lavinia P. Augus and Miss Ella M. Miner, each recited the seventeen propositions in just one minute and forty seconds and both were awarded prizes. To fully appreciate this rapidity, take a Davies' Geometry and try to read the lesson indicated above in the time allotted. With the book before them, many will fail.

THERE are plenty who want to tinker the common school system. We notice that Mr. O'Brien proposes the following amendment to the Constitution:

Section 1. No state shall make any law respecting an establishment of religion or prohibiting the free exercise thereof, and no minister or preacher of the gospel of any religious creed or denomination shall hold any office of trust or emolument under the United States or under any state, nor shall any religious test be required as a qualification for an office or public trust in any State, or under the United States.

Sec. 2. No money received by taxation in any State for the support of public schools, or derived from any public lands devoted thereto, shall ever be under the control of any religious sect. Nor shall any money so raised, nor lands so devoted, be divided between religious sects or denominations. Nor shall any minister or preacher of the Gospel, or of any religious creed or denomination, hold

any office in connection with the public schools in any state, nor be eligible to any position of trust and emolument in connection with any institution, public or private, in any State, or under the United States, which shall be supported in whole or in part from any public fund.

The Superintendent of Public Instruction has ordered that an examination of applicants for state Certificates be held at the High School in the city of Syracuse, commencing on Thursday, the 23d day of March, 1876, at 10 o'clock, A. M. The examination will be conducted by the following named gentlemen: Hon. A. D. White, President of Cornell University. Prof. James H. Hoose, Principal of the Courtland Normal School. Prof. Samuel Thurber, Principal of the Syracuse High School.

The results of the examination will be reported to him and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, Spelling, Writing, Grammar and Analysis, Geography, Outlines of American History, Arithmetic, Elementary Algebra, Plane Geometry, or (three books of Caesar) and Composition. They will also be expected to have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law.

The examination will be open to candidates residing in any part of the state, but for the better accommodation of teachers living remote from Syracuse, examinations will also be held hereafter at other points in the State.

To Graduates of State Normal School. Albany, N. Y.

The spirit that gave rise to our Association and that calls us together in our Annual Reunions, prompts us to seek every available means of securing information of the graduates of our school. At our last reunion, this feeling manifested itself in the appointment of the *New York School Journal* as our official organ of communication. It manifests itself in the many letters of inquiry that come to me from time to time. It has brought me the suggestion, from several graduates, that a permanent *Record of the Graduates* should be prepared, if practicable. Will you take the question of such practicability into consideration and advise me concerning the matter?

It has been proposed;—1. That I correspond with the graduates whose addresses are known, asking for the chief facts in the history of each graduate or teacher of the school, so far as these facts may be of interest to classmates and other school friends. 2. That these facts be collected, revised, arranged in the most convenient order for publication, and printed in a neat volume. 3. That these volumes be sold to the graduates at such price as would cover the actual expense of their preparation and publication.

By correspondence and inquiry, I find, that, while nearly all favor the general idea, there is much question as to the practicability of meeting the expense of publication.

The following thought occurs to me;

I am willing to assume the labor of collecting and preparing these facts and entering them in manuscript books. These books may be placed upon file in the Normal School building during the week of our Annual Reunion, accompanied by a blank book for the entering of additional facts. When this manuscript is prepared the graduates may determine whether they are willing to meet the expense of its publication.

Will you, to whom this article may come, write to me in reply and send me the addresses, and any facts in the history of those graduates with whom you are acquainted? If the responses be numerous enough to encourage the belief that the attempt to prepare such manuscript *Record* may be successful, I shall issue a circular letter to each graduate whose address I can learn, and proceed with the work. If desired, I can probably present the *Record* at our Annual Reunion next winter.

Please address me at Hamilton, Madison Co., N. Y.

C. J. MAJORY, Secretary.

We have many times said that the record of the methods, condition and progress of the Schools of New York City, which appears solely in the *NEW YORK SCHOOL JOURNAL*, is sufficient to render it of inestimable value. An opinion got abroad years ago that the Boston Schools stood first, and people who do not know the splendid work that is going on in this city may possibly think so still. This *JOURNAL* not however in the spirit of partisanship, has always maintained the superiority of the New York Schools and we therefore ask attention to the following extract from the *Boston Herald*:

"The schools of New York City are among the best known, and their organizations differ in some essential particulars from those of Boston. One feature is found in the New York system so entirely different from that of most other cities, and at the same time so beneficial it its results, that it is worth of special notice. We refer to the matter of school examinations, in New York carried to the very verge of perfection. The point gained by their system is not alone an understanding of the progress and acquirements of the pupils, but the standing and position of teachers are made to depend upon the results of these examinations, which are frequent and to the last degree thorough. Nine examiners have charge of this branch of school work in that city, making it their sole business, and long experience and practice have made them experts in this subject. Under such a system it is impossible for an inefficient teacher to be long employed, and every one of the 2,000 teachers in their schools is accurately rated, and their qualifications for the positions they fill is fully known. Their retention of these positions is made to depend entirely upon conformance to a fixed standard, and the examiners hold them to a rigid responsibility. Thus it happens that in a city where the most corrupt political practices prevail that exist in the world, the appointment and maintenance of incapable teachers by political influence is made impossible, and one of the worst results of interested interference with educational matters secured against.

Of all places in the country such a state of things might least be expected in New York, and there can be no question but that that city owes her high position in school matters to its existence.

We have before us the Annual Report of the President of the Normal College for 1875, to which is appended a catalogue of the students with their class standing. The Faculty and other instructors number thirty-four. In the "Saturday Sessions" there are nine instructors: In the training school there is one principal and seventeen teachers.

The No. of students, avg.	attendance is 1071
" " graduates "	" " 161
" " in Sat. session "	" " 398
" " training school "	" " 517

The 19th Ward sent in 98 pupils, the 16th Ward sent in 77, while eleven wards sent none, Grammar School 47 sent in 48 pupils. Total number studying German 966, French 350. We annex a few items from this valuable report.

"Including History in the English department, fourteen recitations a week have been assigned to the English language; nineteen to French or German; nineteen to Latin; seventeen to Mathematics; eleven to Physics; eight to Natural Science, and five each to Music and Drawing. The language and mathematical studies alone have required home work; the other subjects have been taught in the College chiefly by means of lectures. Every effort has been made to avoid undue pressure, to lighten the labors of the students and to prevent worry about promotion. But in spite of everything some girls will fret and overwork. *It is not the study, but the worry which undermines health.*"

"The requirements for admission to the Normal College are as follows: Candidates shall have completed the fourteenth year of their age, shall have been one year in attendance at a public school in the city, and shall reside with their legal guardians who are bona fide residents of the City of New York. They must pass a good examination, and receive an average of at least 70 per cent. in Reading, Spelling, Writing, Geography, History of the United States, English Grammar, Arithmetic (through square root,) and Algebra (through simple equations of one unknown quantity.)"

"One singular fact may be stated without prejudice to others: the very best prepared students, on the whole, came from the districts recently annexed to the city. Thirty six per cent of the admissions from the 23d and 24th Wards averaged over ninety per cent. in their studies. Perhaps the reason for this may be found in the fact that until lately the teachers in those districts had more freedom of action, and where not tied down to the requirements of a grade containing so many subjects of study."

President Hunter presents an earnest request that only graduates from the College shall be permitted to teach in the public schools of the city.

"The prime requisite for the training of superior teachers is to give the Normal students a sound education. It has been urged again and again by the friends of the College to cut down the curriculum of study for the purpose of gaining more time for practice in the Training School, but so far urged in vain. Though this practice might in the beginning enable the pupil-teachers to present a better appearance as "disciplinarians," yet in the end the loss of the intellectual vigor acquired by hard study would be disastrous to themselves and to the children committed to their care.

"It is fortunate for the rising generation that the public has begun at last to realize the importance of Drawing as a school study. For many years it was considered a mere boarding-school accomplishment, the fit companion of the "music, French and Italian," taught in the shortest possible time, and for the smallest possible compensation. The restoration of this almost "lost art" had its origin, like many another restoration, in the commercial selfishness of the people. The manufacturers discovered that it was very expensive to import foreign designers and draughtsmen, and a great deal cheaper to educate their own youth at home; and hence the impetus imparted along the Atlantic coast to the correct study of Drawing. Of course it is a good and a wise thing to foster home industry and cheapen the production

of the necessities of life; but it is a better and a wiser thing to refine the feelings, and to cultivate the intellect by the study of one of the noblest subjects taught in the schools of the present day. In the order of their usefulness, studies might be ranked, reading, spelling, writing, arithmetic and drawing.

New York City.

Grammar School No. 4

On Friday, March 3rd, the Female Department of this school, Miss Jennette Robertson Principal, assembled to hold the exercises connected with the distribution of the Semi-Annual Certificates. There were present Messrs A. J. Case, F. Holsten, Dr. Roberts and F. Germann of the Board of Trustees, and Rev. Mr. J. V. Saunders, Marvin Briggs, Washington Thomas, Inspector of the Second District, and a large delegation of the parents of the pupils and friends of the school.

The exercises were very interesting; the music under the direction of Prof. G. H. Curtis was effectively and pleasingly rendered "The Dead Doll," by Sarah Vandenberg attracted so much attention, that she was called out again and spoke, "The Christmas Stocking" in a style quite equal to her former effort. "A glance into the Future," written by Miss Sarah Burke, the Vice Principal, was recited in concert by the First Class, led by Miss Lizzie Brown. This composition evinced the possession of nice poetical feeling and power of expression, by its talented authoress.

Dr. Roberts presented certificates to 130 pupils, and prizes to 18.

Addresses were made by Mr. Briggs in which he spoke in high terms of the music and the excellent order that prevailed. He had sincere words of encouragement for those who felt they were the dull pupils of the class. Mr. Kellogg the Editor of the NEW YORK SCHOOL JOURNAL, made a brief address on the "Work accomplished by Children." Rev. Mr. Saunders referred to Independence Hall and the blessings of Education.

The Hall was beautifully draped with flags—26 in number, and on the walls were thirteen elegant banners of blue silk background on which the seal of the state was impressed. The pupils looked nicely, behaved charmingly, and altogether the occasion was a very interesting one. Mr. Case, it must be noticed in passing has an off-hand manner of keeping everything going that is of itself, an entertainment. He is one of the most indefatigable of school officers.

College of the City of New York.

The Annual Junior Exhibition of the College, occurred on the Evening of Friday Mch. 3rd, at 8 o'clock, in Steinway Hall. The Orators were of the Class of '77.

The first of the exhibitors was Mr. Luby, whose subject, "The Spirit of Nationality" was well discussed. "Tenderness" by Mr. Barratt was pretty fair. Mr. Mark's subject, "A Dream," although well spoken, had no aim.] [Mr. Tiff's "1776-1876"] although a popular subject was common place and empty. "Apollo" by Mr. Burchard, was one of the ablest written subjects of the Evening, but was not well spoken. Mr. Krotel's "Hiawatha" was in every respect the best of the evening. Mr. Hunt's "Marco Bozzaris" was pretty fair. Mr. Tuthill was unable to be present, on account of sickness. Mr. Neumer's subject, "The True Poet" was constrained and rather tedious. "The Egotist," by Mr. Hunter was well written though not distinctly rendered. This closed the evening exercises. The Orchestra was directed by Mr. Eben.

On this occasion, the Sophomores followed the usual customs of wearing high hats and

carrying canes. They bore a banner and issued a card offensive to the Freshman. This in the end, produced unpleasant results in the streets. The Freshmen assisted by a number of rowdies charged upon the Sophomores, but no serious results followed. The President of the College, Gen. Webb, has taken summary action on some of the prime movers of this affair, which the Daily Papers have greatly exaggerated. Five students of the Sophomore class have been suspended as being the leaders in the matter.

J. S.

The New York Teacher's Association.

At the meeting at Steinway Hall on March 3d, the President, B. D. L. Southerland Esq introduced the President of the Board of Education MR. WILLIAM WOOD who referred to the lecturer in terms of eulogy as one who had graduated from Yale College with the highest honors, served with distinction in the army, and taught skillfully in the school-room. He spoke on the subject selected by the lecturer, in a way that showed his own perfect acquaintance with it, as with the many questions to which he addresses his well stored and well cultivated mind.

Col. Homer B. Sprague on being introduced announced his subject, "Milton as an Educator." He commenced by an allusion to the stirring events immediately preceding, and after the birth of Milton. The growth of religious intolerance, resulting in the burning of the Arians at Smithfield, and Burton on Trent, which event Milton may have witnessed as a child. He then alluded to the character of James 1st, his extreme narrow-mindedness; his belief in the divine right of kings to govern; and his intense and bigoted hatred of civil and religious liberty. The Puritans, he mentioned as the liberal and thinking elements of the age, and their consequent dissatisfaction, and the flight of some of them to Holland, and afterwards to America occurred at this time. These startling events, he said, must have been freely discussed in such a home as the Milton's; and no doubt helped to mould the character of the future statesman and poet. He then went on to the school life of Milton, his wonderful precociousness and familiarity with the best writers at a very early age. He humorously discussed the possibility of the boy Milton ever getting whipped in St. Paul's school, for it was said that the master used to have "whipping fits." Milton's College life was then discussed upon. He entered "Christ College," at the age of 16; he is described as a haughty, imperious, but irreproachable scholar, with a just estimate of his own ability which in a lesser mind might have been called "conceit." His "rurification" was alluded to, which the lecturer said was probably voluntary, and prompted by his high spirit, and keen sense of wrong. After leaving College Milton entered Cambridge University. Here his poetic genius began to bear rich fruit; among several minor poems of great merit he wrote the immortal "Hymn on the Nativity," said to have no equal in the higher order of Lyrics in the English language. He left the University, but became a more earnest student than ever, in the retirement which followed; here untrammeled by rule, the lofty spirit of the young poet began to soar into the sublime regions of thought, and his "Comos" came forth to the world as the most soulful and exalted portrayal of female purity which had ever been conceived. The poet wrote also at this time, "L'Allegro" (the happy man,) "Il Penseroso" (the pensive man) and "Lycidas," all showing the lofty nature of his musings, and his intense appreciation of all that is beautiful and true. Here the lecturer spoke of the personal appearance of Milton; his fair complexion, and flowing, golden locks, causing him at College to be called "the lady of Christ's." He was however described as a perfect type

of manly beauty; fond of athletic sports and by no means effeminate, as the appellation might imply. The lecturer then went on to describe the Continental tour of the young poet, whose writings had already rendered him famous. His warm reception abroad; the admiration his genius excited everywhere; his great scholastic and literary attainments, and his outspoken and noble sentiments in the cause of Liberty of conscience. He alluded here, to the meeting with Milton, of the illustrious Galileo, then in prison, and the effect, such a scene must have had on the ardent temperament of the young poet. On his return from his continental tour, Milton became a school master. Here the lecturer took occasion to pay a glowing tribute to that profession, which he said ennobles even a Milton. He said that the fame of great sculptors and artists had become immortal, for merely moulding the plastic clay, and giving form of beauty to the image;—how much more ennobling then, is the task of forming the mind and training the immortal souls of the future representatives of the race. He then spoke of the success of Milton as a Teacher, in contrast with that of Johnson, who looked down upon his profession, and whose dictatorial and dogmatic temperament must have rendered teaching a much more difficult task to him than to the genial and imaginative Milton. In this connection he spoke of the educational writings of this illustrious teacher, as being numerous and excellent, and showing his zeal in the profession he had chosen. During all the time of Milton's teaching, the great struggle had been going on between the king and the people. Somewhere in his lecture the speaker gave a vivid picture of the character of the Duke of Buckingham; it had been said by a wit of the time that "The people were ruled by the king; the king by Buckingham; and Buckingham by the devil." Milton had during his life ample opportunity for observing the influence which this narrow-minded and merciless bigot, was exercising upon church and state; and his liberal mind revolted at it. It was during this time that he wrote his stirring treatises on "Reformation and Toleration," and on "Religious Liberty." These proved him the giant intellect of his time, as the greatest statesman of his party. The civil war then broke out, and strangely enough the marriage of the Poet, after a very short courtship, took place soon after. This marriage proved an unfortunate one, owing to the great dissimilarity of taste in the young couple, and also the royalist proclivities of the family of the lady. The lecturer here gave some amusing instances of domestic infelicity, and incompatibility of taste; and excuses were made on both sides for the unfortunate pair. Then the separation from his wife was described, and the subsequent treatises on Divorce from the pen of Milton, suggested no doubt by his own domestic trouble. The final reconciliation with his wife, and the subsequent domiciling of her whole family including the venerable mother-in-law, beneath his roof, was humorously dwelt upon by the lecturer. During this time also Milton wrote an elaborate "Treatise on Education," and his famous, and never to be forgotten speech on "The Liberty of the Press." The political horizon was meanwhile growing darker and darker for the Royalists, and finally culminated in the execution of the mistaken, tyrannical, yet still lamented king Charles the 1st. This act of tremendous audacity on the part of the Roundheads, startled all Europe, and for a time, sympathy for the fate of the king, seemed to change the popular tide in favor of the defeated Royalists. It was then that Milton wrote his essay on "The tenure of kings and magistrates." This tended to quiet the people, and on the establishment of the Commonwealth Milton was made Secretary of State and became a strong and almost violent advocate of the cause; as his numerous political and controversial writings at this time show conclusively. But England proved herself totally unfit for a Commonwealth, and soon grew

restive under the austere rule of the Puritans. This reaction quickly resulted in the overthrow of the Republic, and the crowning of Charles the 2nd as king of England. This must have been a sad blow to Milton, who had so thoroughly identified himself with the cause of Freedom. For years his eyes had been failing, and his physicians had told him positively that he would lose his sight if he continued his writings, but the patriot hesitated not a moment in his choice of perpetual blindness, rather than fail in what he considered his duty to his country. The lecturer then drew a sad but eloquent picture of the great Poet, at this melancholy crisis. "Behold him said he, shorn of all his manly beauty; old age creeping upon him; his hopes for the freedom of his country forever blasted; abhorred and persecuted by the party in power; robbed of all his worldly possessions; and above all, blind. Can we conceive of a darker picture?" Yet out of these days of gloom and horror, came the glorious visions of "Paradise lost," showing the deathless spirit of the Poet, and the impossibility of quenching the eternal light of Genius. The lecturer concluded by dwelling on the writings of Milton as a whole; their vigor and personality, and the purity and sublimity of thought expressed in them. He said that Milton was the great Educator of his race conspicuous above Shakespeare and all others for moral purity, and for the great lessons of virtue inculcated in his life and writings. The lecturer was exhaustive and eloquent, and listened to throughout with breathless interest. We earnestly hope soon to have the pleasure of hearing Col Sprague again.

Correspondence.

NEW YORK, MARCH 2, 1876.

To the Editor of the SCHOOL JOURNAL.

Dear Sir:—The Commissioners of Education have lately amended the By-Laws relating to special teachers; and a passage in one of the amendments reads as follows:

"Nor shall the time occupied in vocal music or drawing in any Primary School or Department, exceed one hour and twenty minutes per week, nor for the same studies in any Grammar School three hours and twenty minutes per week."

The first member of this sentence is clear enough; but the other is either ambiguous for want of being sufficiently full, or else it is to be explained by construing it on the pattern of the first.

"Nor for the same studies more than three hours and twenty minutes." These studies collectively or individually? that is the question. Some of the persons reached by this By-Law have interpreted it one way, and some the other way; when one or two additional words would have made the hidden intention plain. Now, this is a matter of the retention or loss of half the salary of each person concerned; and since a Board of Education can not be charged with ignorance, the accusation of cruel carelessness must at least be brought against it. Some of the music and drawing teachers—those who think no harm is meant—will go on as before till at the end of the month they find perhaps that they have served some forty hours for which they shall never receive payment.

It is remarkable that coincident with these severe measures lately passed comes the opinion of Mr. Thomas Hunter expressed upon the subject of drawing in his "report of the Normal College for the year 1875." He says:

"It is a misfortune to the system of Public Education in this city that Drawing is so taught (or so neglected) that when students enter the College, the instructor is obliged to begin at the very beginning. This ought not so to be. If there were some uniform plan of grading the classes, precisely as in Arithmetic or Geography, and if the teachers were held strictly responsible for results, a great change for the better would soon appear, and

students entering the higher institutions could continue the subject from the place at which they left off in Grammar School. In other words there should be a thoroughly graded system of instruction in Drawing extending from the Primary School to the end of the Third Collegiate year."

Then follows a glowing eulogy on the teacher of Drawing in the Normal College. He concludes by laying down the five grades of Drawing of the Normal College and condemns all his disapprovement of all Drawing teachers outside of that Institution into a few words. He says.

"If the drawing of the first and second grades were uniformly accomplished in the Public Schools, a year of valuable time might be gained etc"—these two grades in his syllabus comprehending only straight lines figures and curves—implying that in the Public Schools of this city the pupils do not require the small ability of drawing a straight line or a curve.

If Mr. Wood and the members of the Board think this, as well as Mr. Hunter, then I don't blame them for the almost contemptuous severity which they have extended to Drawing teachers particularly.

But as one of that class I have to say that while I must accept the pecuniary losses and curtailments inflicted by the legislation of the Board I refuse, to take the obloquy conveyed in the report of Mr. Hunter.

As a teacher of Drawing I claim to have been both faithful and successful; to have implanted right principles of the Art of Drawing, so far as we were allowed to go, and to have raised up and to have made begin to move upon a higher plane, the children under my instruction.

If the many whom I can now remember as having attained at least a decent proficiency, could not draw a straight line figure when examined at the Normal College, the sight of that Institution must have had a Lethæan effect upon their memories.

There is a book known as the Teacher's Manual, a rather useful work, though unknown perhaps to a good many, in which Mr. Hunter can see this matter of drawing laid down in eight grades or divisions.

For fear it may have got in there by chance reference can be had to Mr. Kiddle and his assistants or any of them.

These are the eight grades which I have been following and with which I claim to have done some good, and have meritiously earned my money—but which it would now appear do not exist at all; but ought to be established.

There is always some comfort, when suffering from a pain or a grievance, in communicating with a Journal, when you think your case can bear the light, and when there is a chance of gaining the sympathy of those to whom you appeal. Teachers are pretty shrewd judges of most things, especially of things belonging within their sphere. They know, and none better, the entire bearings of this case—whether this special subject has been of any use; whether it has been a treat to the pupils or a waste of time or a disgust—and whether Mr. Hunter did not speak with a mistaken negativeness about this subject. I leave it to them for their reflection.

FRANK O'RYAN.

Teacher of Drawing in 7th and 14th Wards.

JERSEY CITY HIGH SCHOOL.

The first graduating exercises of this very successful school, took place Feb. 19, at the Tabernacle, in the presence of a large audience. The class consisted of 24 members. The Valedictory was delivered by Miss Carrie W. Palmer, who has maintained the high est standing throughout the course. The entire exercise reflected credit on the able principal and his assistants.

Charlotte Cushman's fortune is estimated at \$600,000.

Beef for Britain.

Sending beef to Britain is something on a par with sending coals to Newcastle, and yet America proposes to march upon John B. with Yankee beef and beat him in his own market. The subject is attracting more or less attention in England and France, as among ourselves. The mechanical apparatus consists of little more than a large packing-box or storeroom, enclosed by an iron chest, through which pipes are passed, and a constant circulation of air forced by a small independent steam engine of about one-horse power. The air thus driven into the meat chest is immediately drawn out near the bottom, and returned to the refrigerator, being used over and over. The temperature of the entire body of air is evenly preserved at near thirty-six degrees, causing a very moderate consumption of ice after the first few hours. London papers recently noticed the sale of American beef at the Smithfield market at an average of six pence per pound, or about twelve cents in American currency, and the account says it "sold rapidly." How beef can be sold at this price at a profit, after deducting costs of transportation across the Atlantic, our "middle men" can best explain.

The fact shows clearly enough the advantage of buying from first hands. Beef treated after the manner described is said to suffer in no degree from impaired flavor. Perishable fruits are transferred with equal success. The indications are that hereafter, with refrigerator warehouses, refrigerator cars, and refrigerator steamships, the trade in perishable merchandise, such as fresh meats, game, fish, and fruits, will steadily grow in importance, and these articles have a much wider distribution.

A Pathetic Incident.

At one of the schools in St. Louis, numbers of the pupils were in the habit of bringing luncheon with them, which at noon they ate together. Among those who did not go home for dinner, the teacher in a particular room noticed a little girl who always sat looking wistfully at her playmates when they went out with their luncheon, but who never brought any herself. The child was neatly but very plainly clad, and the closest student in school hours. This odd action of the child lasted for some time when one day the teacher noticed that the little thing had apparently brought her dinner. The noon hour came, and the children took their lunch as usual and went out to eat it, the little girl referred to alone remaining in the room, with her dinner wrapped up in a paper on the desk before her. The teacher advanced to the child, and asked her why she did not go out to eat with the rest, at the same time putting out her hand toward the package on the desk. Quick as thought the girl clasped her hands over it, and exclaimed, sobbing, "Don't touch it, teacher; and don't tell, please! it's only blocks." And that was a fact. Having no dinner to bring, and being too proud to reveal the poverty of her family, the child had carefully wrapped up a number of small blocks in paper, and brought the package to present the appearance of a lunch. It was nothing—a mere ridiculous incident in school life; but it was sufficient to make older and wiser heads than hers feel sad.

Strength of Materials.

Gold may be hammered so that it is only 1,300,000th of an inch thick. A grain of iron may be divided into 4,000,000 parts. Still chemistry tells us there are ultimate parts called atoms or molecules, which are absolutely invisible. These atoms are attracted to each other by the attraction of cohesion, and repelled by the force of repulsion. By the action of both these forces the atoms are kept in a state of rest. The solidity of a solid depends on the fact that each pair of atoms is in this state of equilibrium. An iron bar would support its own weight if stretched out to a length of 34 miles. A bar of steel was once made that would sustain its own weight if extended

to a length of 13½ miles. Our ideas of great or small are no guide to be used in judging of what is truly great and small in nature. The Bunker Hill monument might be built over a mile high, without crushing the stones at its base. When bars of iron are stretched until they break, those which are the strongest increase in length less than the weaker one. A piece of wood, having a breadth and thickness of four feet, if supported at its ends, would be bent one millioneth of an inch by a weight of three pounds placed at its centre, and a weight of one tenth of an ounce would bend it one seven millioneth of an inch.

Where the Sun does not Set.

A scene witnessed by some travellers in the north of Norway, from a cliff elevated a thousand feet above the sea, is thus described: "At our feet the ocean stretched away in the silent vastness; the sound of its waves scarcely reached our airy lookout; away in the north the huge old sun swung low along the horizon like the slow beat of the pendulum in the tall clock of our grandfather's parlor corner. We all stood silent looking at our watches. When both hands came together at twelve, midnight, the full round orb hung triumphantly above the waves, a bridge of gold running due north, spanning the water between us and him. There he shone in silent majesty, which knew no setting. We involuntarily took off our hats; no word was said. Combine, if you can, the most brilliant sunrise and sunset you ever saw, and the beauties will pale before the gorgeous coloring which now lit up ocean, heaven and mountain. In half an hour the sun had swung up perceptibly on his beat, the colors changed to those of morning, a fresh breeze rippled over the flood, one songster after another piped up in the grove behind us—we had slid into another day."

MURDER STATISTICS IN FRANCE.—A return issued lately shows that during the past year there have been 417 murders in France, besides twenty-five attempts at murder. In connection with these crimes twenty-five persons were condemned to death, of whom eight were pardoned. Thus, for each execution which has taken place, there have been twenty-four persons murdered.

Privileges of Leap Year.

"Young ladies have the privilege of saying anything they please during leap year," she said, eyeing him out of the corner of her eyes with a sweet look.

His heart gave a great bound, and while he wondered if she was going to ask the question which he had so long desired and feared to do, he answered "Yes."

"And the young men must not refuse," said she.

"No, no! How could they?" sighed he.

"Well, then," said she, "will you—"

He fell on his knees and said: "Anything, anything you ask, darling."

"Wait till I get through. Will you take a walk, and not hang around our house so much?"

And he walked.—Oil City Derrick.

Behm and Wagner have published their annual review of the population of the globe, in which they give many new and important data, and especially a new and complete measurement of the areas of the inhabited earth and the density of the populations. From the volume issued by them as a supplementary number to Petermann's *Mittheilungen*, we can take only the figures, which give the areas and populations of the greater sections of the earth: For Europe, the area is 2,700,000 square miles; population 303,000,000. Asia, 18,000,000 square miles, and population 799,000,000. Africa, 8,700,000 square miles; population, 206,000,000. America, 12,000,000 square miles; population 84,000,000. Australia and Polynesia, 2,500,000 square miles; population, 4,500,000.

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VARIETIES.

DEEP SOUNDINGS.—The two deepest soundings on record were made in March last by the "Challenger" expedition, in the region of the Ladrones, not many days sail from Japan. The enormous depths were reached of 4,575 and 4,479 fathoms, the greater depth approximating to five and one-fifth miles, or about the height of the highest mountain in the world.

THE DRESSING OF A BRIDE.—Is there anything more beautiful than the dressing of a bride for her wedding? The tender hands of a kind nurse, of loving sisters, and a fond mother—how they all wait upon her! How the hours are consecrated to her glory! How her hair is parted and braided with sweet simplicity! How the veil is thrown over with exquisite grace! What bracelets, what rings, what jewels contribute to decorate her person!

THE VALUE OF FAILURE.—It is far from being true, in the progress of knowledge, that after every failure we must commence from the beginning. Every failure is a step to success; every detection of what is false directs us to what is true; every trial exhausts some tempting form of error. Not only so; but scarcely any attempt is entirely a failure; scarcely any theory, the result of steady thought, is altogether false; no tempting form of error is without some latent charm derived from truth.

WILD OATS.—"A young fellow must sow his wild oats." In all the wide range of accepted maxims there is none, take it for all in all, more abominable than this one as to the sowing of wild oats. Look at it on what side you will, and we will defy you to make any but a devil's maxim of it. What a man—be he young, old, or middle-aged—sows, that, and nothing else, shall he reap. The only thing to do with wild oats is to put them carefully into the hottest part of the fire, and get them burnt to dust, every seed of them. If you sow them, no matter in what ground, up they will come.

MISPLACED FEAR.—All languages have a literature of terror about death. But living is far more terrible in reality than dying. It is life that foments pride, that inflames vanity, that excites the passions, that feeds the appetites, that founds and builds habits, that establishes character, and, binding up the separate straws of action into one sheaf, hands it into the future, saying, "As you have sown, so shall ye reap;" and again, "As ye reap, so shall ye sow!" Yet life, which is the mischief maker, is not at all feared. Death, that does no harm, and is only the revealer of life's work, is feared.

New York School Journal.

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A very curious case was heard recently in the Queen's Bench Division of the High Court. The plaintiff, Sarah Phillips, married a Mr. Barnet more than six years ago. He beat her, thereby, she says, permanently injuring her, and she was divorced from him on the ground of adultery and cruelty. She now, as a single woman, sued him for damages, and her counsel argued that as she could when a wife indict her husband for violence, so she could, as a divorcee, bring an action for damages. The judges, however, decided that man and wife can bring no civil action against each other, being in the eye of the law one person, and that divorce did not revive their right as if they had continued single persons. The divorce did not destroy the marriage *ab initio*, but only destroyed it for the future. The point raised is said to be perfectly novel, and the decision is important, as otherwise a divorce suit might be followed up by all manner of actions, intended chiefly to gratify domestic hatred.

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If an artery is cut compress it above the wound; if a vein is cut, compress it below.

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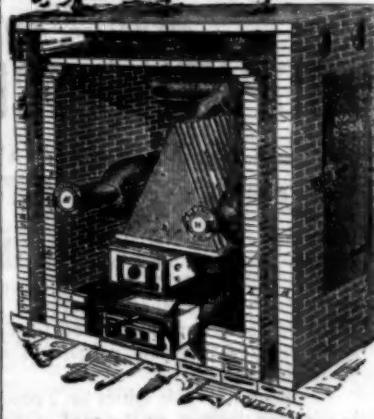
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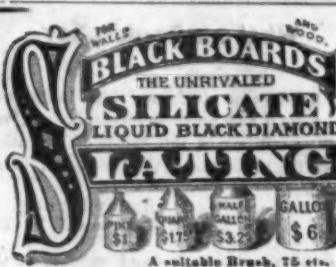
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